


Writing for Change

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“Writing for Change” is comprised of three year-long, immersive sections of First-Year Composition. During the 2020-2021 year, the pilot courses were offered in partnership with the Muncie Mission, Beyond I Can and the YWCA of Delaware County. Students spent one semester learning about ethical community engagement and growing as composers of a variety of texts. They interacted with their community partners to learn about the issues most important to their mission and conducted primary and secondary research on these issues. During the second semester, students worked to determine how writing could support the work of their community partners by creating documents seeking financial backing, facilitating organization and contributing to community awareness. They formulated a strategic plan and collaborated to create a series of texts on behalf of their partner organization. Students wrote proposals, designed brochures, and created web content for their community partners. By asking students to fulfill real-world needs, these courses developed students’ sense of social responsibility and understanding of how to write for specific audiences and purposes.

- Muncie Mission - Dr. Darolyn Jones
- Beyond I Can - Dr. Laura Romano
- YWCA of Delaware County - Dr. Kathryn Ludwig

Muncie Mission

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Muncie Mission - Dr. Darolyn Jones: As with all three courses, we have spent time discussing who intellectuals are and how they are defined in our society and community, about how someone becomes homeless and why, what supports, legislation, and resources do and not exist, and the very real bias about homelessness in our society and community. Students have interacted many times over the course of the year with the staff and the men who reside at the Mission. Students have identified issues, conducted primary research (oral histories) and secondary research which led to White Papers. The solution component of the White Paper will lead to PSA videos, PSA digital and print posters, extended oral history videos, and educational/ program training videos created by students in the course on topics such as how to counter implicit bias related to homelessness in the community, the benefits of employing the homeless, educating teachers on working with homeless families or children, programs to help homeless individuals stay connected to their children if they are separated, and funding legislation recommendations for the mission.

ENG103 Final Zoom Conference - Student Projects

[Beyond I Can →](#)
Muncie Mission

Beyond I Can

 digitalresearch.bsu.edu/immersive-learning-showcase-2021/exhibits/show/writing-for-change/beyond-i-can


Beyond I Can - Dr. Laura Romano: With our community partner, Beyond I Can, we have had the opportunity to look closely at issues faced by people with disabilities who live in Muncie and Delaware County. We have been able to look at physical accommodations and how they have changed due to legislation, and we have explored biases and the ways that public and cultural perceptions impact those involved in BIC's programs. Each student participated in oral history interviews with a BIC participant and created an infographic representation of that person's interests, concerns and thoughts which will be used as promotional material by BIC. Students also interviewed dozens of influential people within our community to gather thoughts and insights into the ways Muncie interacts with, accommodates, and includes individuals with disabilities. These interviews were assembled into multifaceted and multilayered poster representations designed to provoke thought and inspire action within this community. Students were challenged to think about themselves as part of a broader community that includes many different people, and to consider their civic responsibility as well as their agency as young adults.

Students involved in this project: Keely Baker, Grace Cassidy, Megan Daggett, Sierra Grant, Emily Hubbard, Rachel Inman, Lauren Kilburn, Pallace Knowles, Charlie Maurer, Gavin Meier, Austin Sheets, Chandler Williams, Nathan Yung.

View a message from Dr. Romano [here](#).



What Barriers Do Those with Special Needs Face?

 digitalresearch.bsu.edu/immersive-learning-showcase-2021/exhibits/show/writing-for-change/item/372

What Barriers do those with Special Needs Face?

"I think that people with People with special needs face so many adversities that they still continue to face, but I am proud of us as a nation have improved on helping those with special needs. They still face the challenges of staring down the face of adversity. I don't want to discredit the challenges that they face."

-Anita Casterline, Highschool Teacher

"When I was growing up I was bound to a wheelchair for a while and you would not believe how hard it was for that period of time. I have cerebral palsy which means sometimes my legs don't work that great. Not being able to walk for that period of time was challenging then you add the fact that my mom now had to drive me to school because the school I went to didn't have a wheelchair accessible bus."

-Robbie Irvine, Family Member with Cerebral Palsy

"It is important to remember there can be less visible barriers as well. Psychological Disorders (e.g., post-traumatic stress disorder) and learning disabilities (e.g., dyslexia) are examples of these less visible barriers. People experiencing these issues have to make the tough choice whether to publicly share their condition, and ask for the accommodations they deserve, while risking possible social stigma."

-Dr. Kristen Ritchey, Personal Communication

"Often these barriers are things overlooked by a more able population, such as lack of or broken and in-need-of-repair sidewalks, deciding on the small ramps from the street to sidewalk, or automatic elevators doors that close too quickly. For adults disabled by mental health conditions, other overlooked barriers still exist, such as lack of recognition of how loud noises (such as fireworks) negatively affect many with PTSD, or that spaces feel threatening when it is perceived there is no "escape" route."

-Victoria Sprague, LCSW VSN 10 Caregiver Support Program Lead, Personal Communication



"My disability is Cerebral Palsy (CP) who uses a wheelchair to get around. There are a lot of physical barriers for me such as buildings not being accessible or as I like to say not handy happy. Parking spaces are another barrier for me. Not enough of them or able-bodied people use them which really makes me mad and frustrates me. Some social barriers that I have encountered are people assuming that I am mentally challenged just because I'm in a wheelchair. That might be the case with some people w/ disabilities, but not all of us."

-Anna Plassman, BSU Project Coordinator, Special Education

"He explained that the social stereotypes are the worst because they make him feel like he is not equal. I asked him if he had a specific experience, he would like to talk about, but he said that it happens almost every time he goes into public. " Whenever I go out to the store or work I can tell people are staring at me

-Gavin Meier, interviewing Andrew Shank.

"A couple of examples are not having accessibility such as sidewalks and being able to drive vehicles that are not accessible which cause the person to depend on other types of equipment to rely on. Another example would be a person who could not feed themselves and is not aware that there is assistive technology available for the disabled."

-Dr. Norlinda Lacey, Therapist

I have observed disabilities that make it hard for our patients to receive the care that they need.

We have patients who have physical disabilities and lifts and other aids are not available to help the patient transition from a chair or bed onto the examination table. Most patients require assistance from care givers or loved ones, which in these times, other members are not allowed in the room during examinations

-Passion Gray, Radiology Scheduler.

"The one thing I hate is when people don't understand me..." -Anna Plassman

To discuss/learn more, please visit specialneedsforum.org

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What Barriers Do Those with Special Needs Face?

Collection

Beyond I Can Projects

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Beyond I Can infographic 1

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Beyond I Can infographic 1

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Beyond I Can infographic 2

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Beyond I Can infographic 2

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Beyond I Can Infographic 3

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Christian

Favorite activity at BIC is molding clay

About Christian

Christian is a fairly optimistic person who is very passionate. Christian loves animals and being around his family and friends.

Some quotes from Christian

Quote about Animals

"I have two dogs one is a Chihuahua and I think the other one is a Beethoven mix."

Quote about family

Christian was asked who he would consider his hero and he replied "Probably my grandmother that passed away."

Quote about Animals

When asked what is one thing you couldn't go without Christian replied "My pets, if I didn't have a pet I'd just go nuts."

Quote about dinosaurs

Christian was asked if he could become famous how would he want that to happen and he said "he would want to become a famous paleontologist."

More Quotes from Christian

Quote about dinosaurs

When asked what period of time he would go to the world "The time when dinosaurs were about"

Quote about pets

"I used to have this dog named John one was a pit bull and got I used to be really close to him."

Quote about family

My cousin and I get along really well, making one from doing very thing we are get along really well."

Pictures to describe Christian

Here are some of the things that Christian likes.



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Beyond I Can Infographic 3

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YWCA of Delaware County

 digitalresearch.bsu.edu/immersive-learning-showcase-2021/exhibits/show/writing-for-change/ywca-of-delaware-county

YWCA of Delaware County - Dr. Kathryn Ludwig: Students involved in this section of Writing for Change conversed with partners at the YWCA during the first semester to learn about the organization's work to serve women and children in the community who face homelessness. They asked our partners about the major issues facing residents of the shelter and conducted secondary research to learn about those issues, which include racism, addiction, mental health, single parenting, and Cliff Effect. During the second semester, students identified experts in the community to interview on the subject of their research and began planning portfolios of texts that would support the mission of the YWCA. In groups, students developed texts to address one issue. Projects include an educational campaign on Cliff Effect, a COVID cleaning supply drive proposal to local high schools, a proposed program and editable promotional materials for next year's YWCA Stand Against Racism event, and a proposal to install little free pantries/"freedges" in the Muncie area. At the end of the year, students are preparing annotated bibliographies for next year's Writing for Change students, so that our multi-year partnership with the YWCA may build toward new goals each year. Two key takeaways from the immersive composition experience for these students have been (1) strong awareness that texts are rhetorically situated and that composition choices depend on the context in which a text is created and (2) an understanding that change happens not through a single, powerful speech or action but, rather, through networks of texts working in tandem to raise awareness and mobilize people.

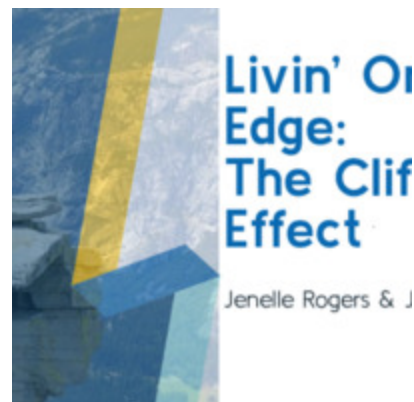
Students:

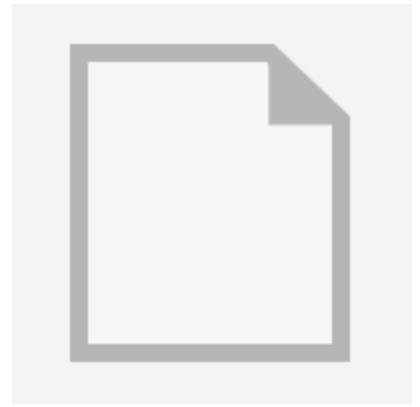
Taylor Bennett, Faye Christy, Myah Cunningham, Noble Dennie, Lillian Dover, Steven Edwards, Catherine Esquivel, Allyson Farkas, Cade Ferguson, Alexis Hall, Brayden Hissong, Tiffany Le, Katherine McAninch, Abby Naumann, Aaliyah Roberts, Jenelle Rogers, Jennah Rogers, Aaliyah Sansone, Emma Woods

[Student interview with Amy Carter, Community Outreach and Engagement Coordinator at INDIANA COMMUNITY ACTION ASSOCIATION INC. Indiana Institute for Working Families](#)


[← Beyond I Can](#)

YWCA of Delaware County





Student Multimodal presentation

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Livin' On the Edge: The Cliff Effect

Jenelle Rogers & Jennah Rogers

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Student Multimodal presentation

Collection

[YWCA Writing for Change student project](#)

Citation

“Student Multimodal presentation,” *Immersive Learning Showcase 2021*, accessed July 14, 2021, <https://digitalresearch.bsu.edu/immersive-learning-showcase-2021/items/show/287>.

A photograph of a person standing on a rocky cliff edge, looking down. The image is overlaid with a large, stylized number '1' composed of a yellow and blue geometric shape.

Livin' On the Edge: The Cliff Effect

Jenelle Rogers & Jennah Rogers

What is it?

- ▶ Benefit Effect
- ▶ the sudden and often unexpected decrease in public benefits that can occur with a small increase in earnings

One Step Forward,
Two Steps Back...



Falling
off the Cliff

Who does it affect?

- ▶ Low income families
- ▶ Households with Children
- ▶ Families dependent on one income
- ▶ Minimum wage workers



The Childcare Cliff

- ▶ Breadwinners are unable to join and remain in the workforce without child services (Rogers, McAninch)
- ▶ Childcare services are very expensive → College Tuition, Housing
 - ▶ Low income families- government assistance for services
 - Family Day Care
 - Preschool/Kindergarten/Prep
 - Before/After School Care, Outside School Hours Care
 - Babysitters, Nannies
 - (Rogers, McAninch 3-4, Casau, Hyde 6-7)



The Childcare Cliff (+Minimum-Wage Workers)

- ▶ Indiana minimum wage:
\$7.25 per hour
85% overall income
for one child
- ▶ <http://2018.fii.org/approach/>
- ▶ (Rogers, McAninch 4)

“Cliff Effect” in federal and state benefits programs



FOR SINGLE PARENT
WORKING FULL TIME WITH
ONE CHILD AGE 2 TO 3

	BENEFIT AT POVERTY WAGE	EDGE OF BENEFIT ELIGIBILITY	WHERE BENEFIT ELIGIBILITY ENDS
CHILD CARE ASSISTANCE	\$7.66/hour \$7,065	\$11.10/hour \$5,245	\$11.15/hour \$0
SNAP (FOOD ASSISTANCE)	\$7.66/hour \$1,044	\$9.95/hour \$288	\$10.00/hour \$0
LIHEAP (LOW-INCOME HOME ENERGY ASSISTANCE PROGRAM)	\$7.66/hour \$460	\$13.40/hour \$380	\$13.45/hour \$0
EARNED INCOME TAX CREDIT (STATE AND FEDERAL)	\$7.66/hour \$3,863	\$18.80/hour \$5	\$18.85/hour \$0

What about a pay raise?

- ▶ Pay raises/ income increase →
 - ▷ Not enough for self-sufficiency
 - ▷ Households worse off
 - ▷ Less government support/ benefits
- ▶ Earned Income Tax Credit (EITC), Working Families Tax Credit (WFTC), Medicaid, the Children's Health Insurance Program (CHIP), etc
 - ▷ (Casau, Hyde 1, Rogers, McAninch 4-5)



The Food/ Healthcare Cliff

- ▶ Federal Poverty Line
- ▶ Food stamp Programs
 - SNAP
 - CalFresh
- Healthcare Programs
 - Medicaid/ Medicare



Solutions

- ▶ Decreasing the income eligibility ceiling
- ▶ Lowering qualification requirements for benefits
- ▶ Increasing the amount of time that these benefits are available
- ▶ Increasing the state-mandated minimum wage



■ Conclusion

- ▶ Government assistance helps families
 - Childcare
 - Food
 - healthcare
- ▶ Solutions
 - ▷ Reduce minimum wage
 - ▷ Universal healthcare & food access
 - ▷ Lower qualification requirements/
Federal Poverty Line



Casau, Armelle and Hyde, Sarah. “The Cliff Effect: One Step Forward, Two Steps Back.” New Mexico Voices for Children, 28 Nov. 2018, www.nmvoices.org/archives/11564.

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Meghan McCann, Lesley Kennedy. “Addressing Benefits Cliffs .” *Addressing Benefits Cliffs*, 20 Aug. 2019, www.ncsl.org/research/human-services/addressing-benefits-cliffs.aspx.

Procure. “Child Care Costs by State 2020.” Procure Solutions, 24 June 2020, www.procaresoftware.com/child-care-costs-by-state-2020/.

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